

# Words In The News

## Teacher's pack

Lesson plan and student worksheets  
with answers

Brazilian guilty of  
murdering American nun  
– 16 May 2007



**BBC WORLD SERVICE**  
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**Level:** Intermediate and above

**Topic:** A nun's murder in Brazil

**Language:** Vocabulary of a news report

**Aims:**

Reading skills	– Understanding a short news report
Language skills	– Vocabulary building
Writing skills	– Writing a letter to a newspaper

**Materials:**

Worksheet 1	– Comprehension questions
Worksheet 2	– Vocabulary matching task
Worksheet 3	– Grammar/language focus – Compound words with 'two'
News story	– Available online at:

[http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/05/070516\\_brazil\\_nun.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/05/070516_brazil_nun.shtml)

**Preparation:** Before the lesson, make enough copies of Worksheet 2 so that there is one worksheet for every 4 – 5 students. Cut up the vocabulary and explanations, to make a matching exercise. Students also need one copy each of Worksheets 1 and 3.

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#### LESSON STAGES

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##### **A Stimulate student interest in text**

Generate interest about today's topic by asking students if there is any cause or belief that they would die for (or they think other people would die for). Put their suggestions on the board (you can use this list later in the lesson for the follow-up activity). Discuss with them why they feel so strongly about these issues and ask them what they would hope to achieve by dying.

##### **B Pre-teach essential vocabulary**

Elicit/present key vocabulary that students need either to understand the key points in the text or to understand and/or answer any questions that you'll set them later in the lesson. The vocabulary is from Words in the News (so you can elicit the vocabulary by using the explanations provided online or below).

You could either pre-teach the vocabulary at this stage of the lesson or you could use the vocabulary building activity from further down in this lesson plan. Have students working together in small groups and ask them to try to match the vocabulary with the definitions.

Encourage them to work with the other groups to pool their knowledge. When they have done as much as they can, if they have dictionaries, ask them to look up the words to check their answers and to find out the definitions of any words they are not sure of. If they don't have dictionaries, check their answers and give them help.

Whichever method you use to elicit/present the vocabulary, you should then model it (say it clearly, highlighting the word stress) and get them to repeat the words after you.

##### **an international outcry**

a strong expression of anger or protest from people or organisations around the world

##### **conviction**

when someone is found guilty of a crime by a court of law

##### **human rights**

the civil liberties which most governments think all people should have, such as justice, the freedom to say what you think, the freedom to worship the religion you choose etc.

##### **denied**

said that something is not true

##### **missionary**

person who goes to another country to try to convert the people there to his or her religion

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**unsuited to**

not able to get along with something or someone

**a death list**

a list of people's names that someone wants to kill or be killed

**activists**

people who believe strongly in political or social change and who complain, march or protest to try to make change happen

**welcomed the verdict**

was pleased about the decision the court made

**justice had been done**

a fair, just or correct conclusion had been reached

#### **C Written record of vocabulary**

Write the words on the board, eliciting spelling as you write. Elicit and show the word stress of each item and word class, if appropriate.

Give students some time to copy the boardwork into their notebooks.

Boardwork:

**an international outcry**

**conviction**

**human rights**

**denied**

**missionary**

**unsuited to**

**a death list**

**activists**

**welcomed the verdict**

**justice had been done**

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#### D Set a gist question

Tell the students they are going to read a text about a woman who was murdered for her beliefs.

Put this question on the board:

Have all of the people accused of killing Dorothy now been tried?

Students read text the first time.

Give them a time limit (1 - 2 minutes) to read the text quickly to find the answer to the question. They do not need to understand the details of the text to answer this question.

#### E Check answers

Elicit students' answers (No, not all the people have been tried yet. Paragraph 4 says 'Another landowner accused of ordering the killing will go on trial later this year').

#### F Set comprehension questions

Hand out Worksheet 1 or use the online quiz. Students complete the worksheet to help them understand the text in more detail. Give them a time limit (5 - 6 minutes) to read the text a second time in more detail and to answer the questions.

#### G Check answers

Elicit True or False answers. Direct attention to a particular paragraph if an answer is wrong to try to elicit the correct answer (see worksheet 1 and answer key).

#### H Vocabulary consolidation/building

Students do the vocabulary matching exercise (Worksheet 2 that you cut up before the lesson): in small groups they match each word with the right definition.

#### I Check answers

Elicit answers. If an answer is wrong, ask other students to try to elicit the correct answer.

#### J Language focus: Compound words with 'two'

Ask students to call a word from the news story that is made with the word 'two' (a **two-day** hearing). Elicit (or give) a definition (a trial that lasted **for two days**).

Use worksheet 3 to focus on other compound words made with 'two'. Tell students to match the words with the correct definitions and then to fill in the gaps with the correct compound words.

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#### **K Check answers**

If an answer is wrong, ask other students to try to elicit the correct answer (see worksheet 3 and answer key).

#### **L Follow-up activity: Writing**

Re-cap on the ideas students gave at the beginning of the lesson about issues they felt passionately about. Tell them they are going to write a letter to a national newspaper to highlight their issues.

Put them into groups so that students who feel strongly about a particular issue are working together.

Give them time (about 5 minutes) to brainstorm the main points they want to raise in their letters.

Each group should choose one student to be their writer.

Encourage them to draft and re-draft their letter with input from you and the other students in the group.

At the end of the activity, display the letters around the class and let all the students read all the letters.

Have a class vote to decide on the most powerful letter.

#### **M Feedback**

Give praise for content and show your interest in the issues the students chose.

Give praise for correct language, and give feedback on incorrect language. You could write some example phrases or sentences on the board and elicit from students which ones are correct and which ones are wrong and why.

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#### STUDENT WORKSHEET 1

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#### COMPREHENSION QUESTIONS

Are the following sentences true or false?

1.	People around the world protested when Dorothy Stang was killed.	T/F
2.	In 2005 Moura said he ordered and planned Dorothy's murder.	T/F
3.	The judge said that Moura was an ordinary man who got along with other people well.	T/F
4.	Dorothy left Brazil when she found out that people wanted to kill her.	T/F
5.	The majority of people killed in fights about land have been from Para.	T/F
6.	Dorothy's brother thinks that the trial and the outcome weren't fair.	T/F

**STUDENT WORKSHEET 2**

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**VOCABULARY**

**Match these words and phrases to their definitions.**

- |                                   |   |
|-----------------------------------|---|
| 1. <b>an international outcry</b> | A. was pleased about the decision the court made  |
| 2. <b>conviction</b>              | B. a list of people's names that someone wants to kill or be killed   |
| 3. <b>human rights</b>            | C. when someone is found guilty of a crime by a court of law  |
| 4. <b>denied</b>                  | D. the civil liberties which most governments think all people should have, such as justice, the freedom to say what you think, the freedom to worship the religion you choose etc. |
| 5. <b>missionary</b>              | E. a fair, just or correct conclusion had been reached  |
| 6. <b>unsuited to</b>             | F. not able to get along with something or someone  |
| 7. <b>a death list</b>            | G. said that something is not true  |
| 8. <b>activists</b>               | H. a strong expression of anger or protest from people or organisations around the world  |
| 9. <b>welcomed the verdict</b>    | I. person who goes to another country to try to convert the people there to his or her religion   |
| 10. <b>justice had been done</b>  | J. people who believe strongly in political or social change and who complain, march or protest to try to make change happen  |



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### STUDENT WORKSHEET 3

#### GRAMMAR FOCUS – Compound Word with 'two'

Fill in the gaps with the correct compound word to match the definitions below. The first one has been done for you.

A. two-way mirror	B. two-way relationship	C. two-way radio	
D. two-way street	E. two-seater	F. two-timer	G. two-dimensional
H. two-piece	I. two-faced	J. two-up, two-down	

1	<b>I. two-faced:</b> someone who is nice to you but who says unkind things about you when you're not there
2	_____ : a house that has a kitchen and sitting room on the ground floor and two bedrooms on the first floor
3	_____ : where traffic can go in both directions
4	_____ : someone who secretly dates more than one person at a time
5	_____ : a coach or sofa for two people (rather than one for three people)
6	_____ : a piece of equipment that allows you to speak to someone as well as hear what they are saying from far away
7	_____ : someone or something that is too simple or lacks deep, serious thought and understanding
8	_____ : something that on one side looks like a window but on the other looks like a mirror
9	_____ : a piece of clothing that has two matching parts (for example, a bikini)
10	_____ : two people who give to and take from and each other equally

**STUDENT WORKSHEET 3**

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**GRAMMAR FOCUS – Compound Word with 'two'**

Now, fill in the blanks with the correct compound words:

1. The police used a \_\_\_\_\_ so that the victim could see the criminals without them seeing her.
2. I'd like a \_\_\_\_\_ and some matching chairs for my living room.
3. He's got no real personality. He's just so \_\_\_\_\_, he only cares about money and his career.
4. The soldiers kept in contact with base camp by \_\_\_\_\_.
5. They live in a lovely \_\_\_\_\_.

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#### ANSWER KEY

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#### STUDENT WORKSHEET 1

1. **True** - Paragraph 1 says: 'The murder of Dorothy Stang caused an international outcry'
2. **False** – Paragraph 1 says: ' Vitalmiro Bastos Moura had always denied being one of the organisers of the attack.'
3. **False** - Paragraph 2 says: 'The judge said Moura showed a violent personality, unsuited to living in society.'
4. **False** – Paragraph 3 says: ' She refused to leave, even after her name appeared on a death list.'
5. **True** – Paragraph 4 says 'more than a thousand rural workers and activists have been killed in land disputes in Brazil, seven hundred and seventy-two of those in Para.'
6. **False** – Paragraph 4 says 'Outside the court, Dorothy Stang's brother welcomed the verdict and said he thought justice had been done.'

#### STUDENT WORKSHEET 2

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. H | 2. C | 3. D | 4. G | 5. I  |
| 6. F | 7. B | 8. J | 9. A | 10. E |

#### STUDENT WORKSHEET 3

- |                          |                     |                   |
|--------------------------|---------------------|-------------------|
| 1. two-faced             | 2. two-up, two-down | 3. two-way street |
| 4. two-timer             | 5. two-seater       | 6. two-way radio  |
| 7. two-dimensional       | 8. two-way mirror   | 9. two-piece      |
| 10. two-way relationship |                     |                   |
- 
1. two-way mirror
  2. two-seater (sofa/coach)
  3. two-dimensional
  4. two-way radio
  5. two-up, two-down